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ABSTRACT

The objective of Phase III was to determine, via an experimental study, whether the Roving Recreation Leader Training Guide (RRLTG), as developed by the University of Illinois' Office of Recreation and Park Resources, was an effective tool for training and educating Roving Leaders. The subjects in this study, conducted in New York City, were the Youth Services Agency of the Human Resources Administration. Four instruments were designed to test the effectiveness of the training programs given to the Experimental Group and Control Group A. The instruments were designed to measure the abilities of the trainees in these 2 training groups, as well as Control Group B, which received no formal training. The basic hypothesis of this study, therefore, was that Roving Leaders exposed to the training methods and techniques suggested in the guide would be more effective, as measured by the 4 instruments. The findings indicated that Roving Leaders exposed to the methods and techniques suggested in the RRLTG were more effective. Some recommendations for further use of the RRLTG were that it be implemented in those agencies currently offering other training programs or no training programs for their Roving Leaders and that in future experiments, the investigator be permitted greater control over the environment in which the training occurs. A related document is ED 050 212. (HBC)

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PHASE 3

The Evaluation of the ROVING RECREATION LEADER Training Guide

ED 067176

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AN INSERVICE TRAINING SOURCE FOR INNER CITY YOUTH SERVICE PERSONNEL

FUNDED BY U.S. OFFICE OF EDUCATION
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DEVELOPED BY OFFICE OF RECREATION & PARK RESOURCES
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ROVING RECREATION LEADER PROJECT
PHASE III
FINAL REPORT

EVALUATION OF ROVING RECREATION LEADER TRAINING GUIDE- AN IN-SERVICE TRAINING SOURCE FOR INNER CITY YOUTH SERVICE PERSONNEL

Conducted by

Office of Recreation and Park Resources
University of Illinois

For

Office of Public Instruction
State of Illinois
Division of Vocational and Technical Education

Funded by

Office of Education
Division of Manpower Development and Training
Washington, D. C.

September, 1971

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Mr. Sherwood Dees
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Of Public Instruction
Board of Vocational and Educational
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504 Centennial Building
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Dear Mr. Dees:

The following is a report of Phase III of the Roving Recreation Leader Project. This should give you some idea as to the activities of the staff during the past year.

Phase III of the Roving Recreation Leader Project concerned itself with the evaluation of the Roving Leader Training Guide developed by the National Recreation and Park Association and the Office of Recreation and Park Resources at the University of Illinois for the Office of Education, the Division of Manpower Development and Training.

As you read this report, you will find that the evaluation supports the use of the training guide by metropolitan areas which are offering outreach programs. The evaluation further supports that a strong effort should be made to implement this training in junior colleges, universities, and staff development programs throughout the country. In presenting you with this report, I would like to mention the tremendous effort put forth by Mrs. Phyllis Grunauer, Director of Training for the Youth Services Agency in the City of New York; Mr. Ed Greenidge, Deputy Administrator, Housing Administration for the City of New York, and their staffs. Without their assistance and help, this project would not have been possible. You should also know that Dr. Matthews and his staff again provided a great deal of encouragement and assistance in bringing the project to completion. Most particularly, I would like to commend Mr. Tom Hill, Mr. Leroy Walser, and Mr. Bernie McAlpine of the Division of Manpower Development and Training for their encouragement and assistance.

The project staff would also like to commend Mr. Glen Byran of your staff for his continued support in the Roving Leader Project.

Sincerely,

Joseph J. Bannon
Chief and Principal Investigator

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THE ROVING LEADER

A roving leader is generally assigned to a specific geographic area within a community for the purpose of strengthening, extending and stimulating participation of "hard-to-reach" individuals and groups as a means of engaging them in wholesome recreation programs. A basic purpose of this out-reach service is to help delinquency-prone and disadvantaged youth to use their free time constructively and at the same time assist these youth in utilizing community resources in the educational, health, employment and related social service areas.

ROVING LEADER PROJECT
PHASE III

EVALUATION OF ROVING RECREATION LEADER TRAINING GUIDE
FINAL REPORT

Table of Contents

	Page
LETTER OF TRANSMITTAL	v
INTRODUCTION	1
Background	1
Phase I	2
Phase II	3
Objectives of Guide Evaluation	4
Rationale for Study	5
Limitations of Study	6
Basic Hypothesis	7
SUMMARY OF GUIDE EVALUATION	9
Background	9
Research Design	9
Instruments	11
DATA ANALYSIS	15
Group Differences	20
Individual Variable Correlations	28
CONCLUSIONS AND RECOMMENDATIONS	35
BIBLIOGRAPHY	45
APPENDICES	49
Appendix A - Self-Assessment Inventory	49
Appendix B - General Information Inventory	51
Appendix C - General Information Test	58
Appendix D - Situation Problem Exercise	67
Appendix E - Roving Recreation Leader's Rating Scale	89
Appendix F - Organizational Chart	92

ROVING LEADER PROJECT

PHASE III

EVALUATION OF ROVING RECREATION LEADER TRAINING GUIDE

INTRODUCTION

Background

The demand for human services such as education, child and health care, and recreation has been expanding over the last few years and is likely to continue to grow. This is the most important area of the employment structure in which services and labor are lacking and in short supply. The New Careers System established by the federal government states that society has a responsibility to see that everyone receives adequate education and training in order to perform a job. It further states that if training is to be meaningful, jobs have to be provided and work experience, training, and education carried on concurrently, so that work is considered one aspect of training.

In recreation alone, the current labor supply is simply not enough to meet the projected manpower needs. The total demand for park and recreation personnel for 1967-1980 has been estimated to exceed the projected supply by anywhere from 213,000 to 1.1 million workers.[1]

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[1] Educating Tomorrow's Leaders in Parks, Recreation and Conservation, A synopsis of Discussions from a National Forum, April 19-20, 1968 (Washington, D.C.: National Parks and Recreation Association, 1968), p. 14.

One logical resolution is to match the unemployed/underemployed urban dweller with the projected human services job vacancies. The Roving Leader Program attempts to do this.

The Roving Leader Program represents a somewhat new training dimension, comparable to the New Careers concept, for providing leadership for hard-to-reach, delinquency-prone youth and aiding public agencies, which has proved highly successful. The Roving Leader usually spends weeks, sometimes months, establishing contact and rapport with individual youths and groups. He works with the youth for a long time, sometimes several years. Although the final test of the Roving Leader's success is when he is no longer needed in a specific area or community, the concept also includes a career lattice or ladder for promotion and increasing responsibility in the field.

Phase I: Training Guide for Roving Leaders. In August 1968 the Office of Recreation and Park Resources of the University of Illinois contracted with the National Recreation and Park Association to prepare a Roving Leader Training Guide. Funds for this contract were provided by the U.S. Office of Education, Division of Manpower Development and Training, Contract Number 06 C-0-8 000159-4621(089). The primary objectives of this project were to (1) locate, survey and analyze the most effective Roving Leader programs that existed, and (2) to produce a training guide which would facilitate the training of Roving Leaders in the methods and techniques of conducting programs in the inner city.

This Guide was developed from visits made to 12 metropolitan areas of the United States; communication through correspondence was held

with 33 other metropolitan areas in the United States conducting Roving Leader Programs, and an extensive review of the literature in recreation, employment, social group work and related social sciences was completed. Also, to assist in the development of the Guide, a committee with members representing all geographic locations in the United States was established. The committee members were nationally known experts in the administration of Roving Leader Programs. After completing a full year's study, the Roving Leader Guide was completed.[2]

After many discussions with recreation leaders, social workers and agency officials, it became apparent that this Guide was an important beginning. Essentially, the leaders who participated in the Guide formulation felt that there was also need for follow-up Roving Leader training institutes to be held at least annually. At this time, it was also suggested that not only should training be offered annually, but the Guide be evaluated for effectiveness.

Phase II: National Institutes for Urban Roving Leader Trainers. Following the completion of the Guide, a $93,000 grant was received from the Office of Education to conduct a series of workshops or "institutes."[3] These workshops were held in Detroit, Michigan;

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[2]The Roving Recreation Leader Training Guide: An In-Service Training Source for Inner-City Youth Services Personnel, (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1971), 50 cents.

[3]Roving Leader Project Phase 2: National Institutes for Urban Roving Leader Trainers, Final Report (Urbana, Ill.: Office of Recreation and Park Resources, University of Illinois, October, 1970).

Washington, D. C.; New Orleans, La., and Los Angeles, California. The purpose of the institutes was to train as many individuals as possible in the use and the implementation of The Roving Recreation Leader Guide. The Guide's training design, as implemented through these institutes, served as a fundamental framework for use by social agencies and organizations interested in applying the roving leader approach. At each location, the institute staff was assisted by the Area Manpower Institute for Development of Staff (AMIDS), a U. S. Office of Education Service.

At the completion of the institutes, it became obvious that it was not sufficient to simply develop a training guide and put it to use. For the Guide to be truly effective, it had to be evaluated in terms of its objectives. It was the purpose of Phase III to test the effectiveness of the Roving Recreation Leader Training Guide. This report covers the description and analysis of Phase III of the Roving Recreation Leader Project--Evaluation of the Training Guide.

Objectives of Guide Evaluation

The objective of this phase was to determine, via an experimental study, whether the Roving Recreation Leader Training Guide was an effective tool for training and educating Roving Leaders.

The purposes of this study were:

A. To test the effectiveness of the training program (viz. the Guide) and the abilities of the trainees, i.e., whether the trainees could successfully perform their job.

B. To provide an objective source of ongoing evaluation, i.e., to utilize research information about the training process,

the effectiveness of instruction and the on-the-job activities as a corrective in assuring that what occurs during the training program is in keeping with its goals and objectives.

Rationale for Study

When the development of training programs in a variety of fields is examined, it is astonishing to note that a parallel growth in the evaluation of such programs is markedly absent. More recently, however, this situation has apparently changed. Trainers show increasing interest in formulating theories underlying their actions and in controlling and adopting their methods. Employers are also showing more interest in the evaluation of training because of the substantial money invested in these programs. It is often stated that trainees are sometimes disturbed by the lack of knowledge about the results of certain types of training. Experience has shown that though some effort has been made to evaluate training programs, most of it has been rather crude and nonrigorous approaches. The research literature on training reveals that the instruments used in evaluation are seldom tested for reliability or validity, that the results can be questioned, and the findings often produce misleading conclusions.

"Although work explicitly aimed at the evaluation of training is a recent development, we must neither neglect nor minimize the evaluation element which is an intrinsic part of all training."[4]

[4]R. Mergniez, Evaluation of Supervisory and Management Training Methods (Organization for Economic Cooperation and Development, European Productivity Agency, No. 4/07B, 1961), p. 153.

Agencies employing personnel in the social services must be constantly aware of the need for the evaluation of training programs. If evaluation is not an integral part of the program, money is wasted and service can become ineffective.

Knowledge concerning such evaluatory research is in a relatively primitive stage, instruments to tap the dimensions of a particular program's concern are not readily available, and all too often research aims do not coincide with the goals of the action project.

Finally, it should be emphasized that training has developed to such an extent that it has become an industry in its own right; therefore, it has become clear that the evaluation of training is something which should concern all agencies.

Limitation of Study

Aside from any limitations imposed by the very scope of the study, the concept of evaluating the Roving Leader Training Program, as formulated in the Guide, is so new that many techniques for doing so can be questioned. Nevertheless, the same criticism can be leveled at social science research as a whole, but this does not negate those research findings or imply that such efforts should be curtailed. Rather, it would be logical to attain a substantial degree of sophistication, efforts should be increased to develop more precise tools of measurement and for establishment of definite criteria for indices of success.[5]

Another limitation centers on the study population. The experiment by the Youth Services Agencies, Human Resources Administration, New York

[5] J. W. Riegel, Executive Development (Ann Arbor, Mich.: University of Michigan Press, 1952), p. 72.

City. Although the population was not as large as desired, it was felt it was large enough to ensure a responsible study.

What is true for the New York results might not hold true for other Roving Leader Training Programs. In part, of course, this is undoubtedly true because of the uniqueness of each training program in terms of faculty, teaching methods, location, and participants. However, when the Office of Recreation and Park Resources examined over 30 Roving Leader Programs throughout the United States in Phase I of this ongoing project, it was noted there was a substantial degree of similarity among the communities offering these programs on key critical aspects. Hence, it is within reason that the conclusions reached in this study are equally applicable to other training programs.

Basic Hypothesis

The basic hypothesis of this study was that Roving Leaders exposed to the training methods and techniques suggested in the Recreation Roving Leader Training Guide would become more effective; effectiveness was considered in four areas.

1. The Roving Leader would develop a realistic level of self-confidence. This hypothesis was tested by the use of a Self-Assessment Inventory. (See Appendix A.) The Self-Assessment Inventory dealt with three kinds of roles the Roving Leader would be called on to perform. The first is concerned with planning and implementing meaningful activity for the youth group and generating interest and participation. The second calls for the Roving Leader to deal with a variety of group

problems which might develop in the course of the group's functioning. This included the assumption of responsibility and the development of group discipline and control. The third area consisted of situations challenging the leader's role in the group.

2. The Roving Leader would understand his function and role in meeting the needs of inner-city youth. This hypothesis was tested with a Roving Leader's General Information Test. (See Appendix C.) This test was comprised of 43 questions dealing with concept and factual information in the following areas: (1) the history and background of the Roving Leader, (2) philosophy and function of the Roving Leader, (3) the Roving Leader and the community, (4) the Roving Leader and the group process, (5) and the Roving Leader in fieldwork operations.

3. The Roving Leader would be able to select courses of action in dealing with socially deprived youths. This hypothesis was tested by using the Situation Problem Exercise (See Appendix D). This test consisted of 11 case studies involving problems commonly faced by Roving Leaders.

4. The Roving Leader would be rated by his supervisor as being (1) more alert and sensitive to the attitudes and opinions of his clientele, and (2) more knowledgeable in methods and techniques of reaching inner-city youth. This hypothesis was tested with a Roving Recreation Leader's Rating Scale. (See Appendix E.) This Rating Scale included 11 qualities which the Roving Leader should have; they are presented under the discussion of Instruments.

SUMMARY OF GUIDE EVALUATION

Background

This study was carried out between September, 1970 and April, 1971, in the City of New York. Cooperation for this project was provided by the Youth Services Agency of the Human Resources Administration. the agency presently sponsoring the Roving Leader Program in that city. The Youth Service Agency was established in 1968 as part of the Human Resources Administration (YSA).[6] YSA is New York City's principal advocate for youth. The fundamental purpose of the Youth Service Agency is to provide youth, who are denied established opportunities for self-advancement, with assistance in developing realistic plans for their futures and in acquiring the necessary skills and opportunities for carrying out these plans. This purpose is pursued with the realization that the systems which have rejected and alienated youth must change, and that the agency must assist youth in developing means by which they may become effective participants in that change. Thus the Youth Service Agency involves youth both as recipients of service and as colleagues in the process of change. The specific objectives of the agency are as follows:

1. To develop a comprehensive city policy towards services for youth, with the involvement of youth, and to advocate and interpret, both within government and to the general public, this policy.
2. To develop a comprehensive coordinated approach to services for youth, including the establishment of priorities for program and distribution, and through evaluation ensure the maintenance of performance standards.

[6] See Appendix F for the organizational chart of the N. Y. Youth Service Agency.

3. To reach youth who are alienated from society and lack motivation to make use of existing services and programs.
4. To prepare youth to benefit from available services and to link them with appropriate agencies providing these services.
5. To assist youth groups and community organizations in addressing themselves to, and working toward, solutions of the problems that produce their frustration and alienation.
6. To extend youth services and programs to areas inadequately serviced.
7. To collect and disseminate information and research data pertaining to youth.
8. To develop additional resources and implement experimental approaches and program designs.

The Youth Service Agency serves youth through a variety of programs and approaches. Through its Division of Field Operations, YSA maintains 80 offices in 27 neighborhoods throughout the city.

22 Youth Service Centers--Outreach, youth leadership and multi-service youth centers for teenagers and young adults.

3 Lounges--cultural and educational workshops and social activities for teenagers.

11 Satellites--youth leaders work with neighborhood teenagers to develop programs and provide services.

44 After School Centers--year-round recreation, education and social activities for youth.

Youth workers contact youth on the street, involve youth in programs, confront them around their life situations, link youth to service and encourage youth to assume leadership roles in the community. These efforts are backed up through agency operated

supportive programs, contracts for casework, group work and vocational services, and formal links to programs operated by the city, state and federal government. A Special Summer Unit group plans and supplements massive summer programs and deploys additional resources available during these months to neighborhood youth and youth programs.

Through the Division of Technical Assistance, the Youth Service Agency has developed an approach to expand the impact of its services to poverty "pockets" and neighborhoods undergoing racial and economic change. By making available consultants and program resources, YSA encourages local community groups to work together in improving their services to youth. The Technical Assistance Division is also responsible for developing new resources and approaches to serving the needs of young people throughout New York City.

In its Division of Program Planning, Budget and Review, YSA has developed a comprehensive planning system for youth services, based on principles of program budgeting and youth participation in decision making.

Research Design

During July 1970 an attempt was made to administer a General Information Inventory (IQ) (See Appendix B) to the 250 roving leaders employed by the Youth Service Agency. An attempt was also made to have the supervisors rate each of the roving leaders relative to their job performance. The purpose of this testing was to provide information which would allow the subjects to be divided equally

into three groups--an Experimental Group, Control Group A, and Control Group B. However, since the General Information Inventory and the Supervisory Rating were on a voluntary basis, it was possible to get only 98 subjects to complete the IQ and only 64 to be rated by their supervisor. Therefore, for purposes of this experiment, the Experimental Group and Control A Group have been established by a matching and random selection process. Though IQ scores were received on Control Group B, it was not possible to match this group with the Experimental and Control A Group, since the Supervisor's Rating was not available.

On September 21, 1970, the Experimental Group began training using The Roving Recreation Leader Training Guide. On this same date, the Control A Group began the training using the regular program offered by the Youth Service Agency. Members of Control Group B continued to perform in their job with no training at all.

Post-testing was administered to all three groups immediately following the three months of training (Dec. 21, 1970) and again on April 1, 1971. The purpose of this testing was to determine whether those individuals submitted to the Guide training were more effective than those who did not have the benefit of this program.

To further clarify the make-up of the various groups, the following information is offered:

Experimental Group--Group receiving training using the Roving Recreation Leader Training Guide. At the start of the experiment, there were 32 members in this group. However, this group was reduced to 19 for the December analysis and 14 for the April analysis for various reasons.

Table 1. Experimental group drop-out rate.

Reason For Drop-Out	Number December	Number April
Resign	6	3
Employment Terminated	3	2
Emergency Transfer	2	
Pregnancy	1	

Control Group A--Group receiving regular program offered by the Youth Service Agency. At the beginning of the experiment, there were 32 in this group. It was reduced to 19 for December analysis and to 14 for the April analysis.

Table 2. Control group A drop-out rate.

Reason For Drop-Out	Number December	Number April
Resign	4	2
Promotion	2	
Employment Terminated	3	2
Leave of Absence	2	
Transfer	2	1

Control Group B--Group that received no training. This group began with 34 persons and had a drop-out rate of 17 during the three-month period. For purposes of analysis, this group totaled 17 in December. The drop-out rate for this group between December and April was 11, leaving a total of 6 subjects. Therefore, the April analysis did not include Control B because of the small number.

Table 3. Control group B drop-out rate.

Reason For Drop-Out	Number December	Number April
Transfer	5	
Resign	8	5
Employment Terminated	4	6

Thus the overall sample after drop-outs was as follows:

Table 4. Overall group drop-out rate.

Group	As of Sept. 21, 1970	As of Dec. 21, 1970	As of April 1, 1971
Experimental Group	32	19	14
Control Group A	32	19	14
Control Group B	34	17	6*
TOTAL	98	55	34

*As noted, since only 6 subjects remained in Control Group B it was dropped from the April analysis.

It was believed a sample of 98 would allow for any anticipated attrition. However, this rate was higher than expected, leaving a reduced sample of 55 for the December analysis and 28 for the April analysis. Thus, the problem of attrition may have somewhat reduced the ability to infer beyond this sample to other groups in the university. It was the intention, however, to deal with this sample from a statistically descriptive viewpoint rather than inferentially. Any inferences made deal with other members of the population studied, but will not extend beyond to other training situations.

The analysis draws comparisons between the Experimental Group and Control Group A, but when it discusses comparisons between experimental

and Control Group B, and Control Group A and Control Group B, the differentiation is noted that B was not matched. In view of this matching problem, the attrition rate in the Experimental Group and Control Group A also posits whether the matching between these two remained constant. This limitation is mentioned not because it is resolvable, but that it has been accounted for in the analysis. The analysis covers the two periods of the study (December 1970 and April 1971), and it is difficult to say what affect the drop-outs would have on the findings as we near the second date.

Instruments

As mentioned, the four research instruments used were:

Roving Recreation Leader's Rating Scale (Supervisor's Rating)

Roving Recreation Leader's General Information Test

Roving Recreation Leader's Self-Assessment Inventory

Roving Recreation Leader's Situation Problem Exercise

These tests were administered to all three groups in December, 1970 (three months after training began), and again in April, 1971. Therefore, the groups were tested twice at three-month intervals. The correlations presented under data analysis deal with these four test scores for the three groups in December and only the Experimental and Control Group A in April. These tests were in addition to the two pretests mentioned earlier--the IQ (General Information Inventory) and the Supervisor's Rating Scale.

Self-Assessment Inventory--to determine whether participants in the Experimental Group perceived themselves as more effective leaders than

those in the Control Group, a Self-Assessment Inventory was administered. The Self-Assessment Inventory was developed by the University Research Corporation in Washington, D. C. The instrument deals with three kinds of roles the Roving Leader will be expected to perform. One is concerned with planning and implementing meaningful activities for the group and generating group interest and participation. The second calls for the leader to deal with a variety of group problems which might develop in the course of the group's functioning. This includes assumption of responsibility and development of group discipline and control. The third area consists of situations challenging the leader's role in the group. To test this instrument for reliability, it was administered to 50 Roving Leaders working for the Youth Services Administration in New York during the Summer of 1969. In calculating the reliability the "Internal Consistance Method"[7] was used. This coefficient indicated how reliable the total inventory score was. A reliability coefficient of .92 was obtained.

General Information Test--A test to determine the difference in the amount of knowledge acquired between the Experimental and Control Groups was administered. This test was developed by this investigator. The questions on the test were incorporated into the following categories: History and Background of the Roving Leader Program, Philosophy and Function of the Roving Leader, the Roving Leader and the Community, the Roving Leader Understanding the Inner City, the Roving Leader and the Group Process, and the Roving Leader in Fieldwork Operations. The test included 43 questions with a score of one point for each question answered correctly.

[7] N. E. Gronland, Measurement and the Evaluation in Teaching (New York: The Macmillan Company, 1965), p. 84.

Since the questions on the test were directly related to the information in the Roving Recreation Leader Training Guide, I claim "content validity" for the instrument. To determine the reliability of this instrument, it was administered to 30 Roving Leaders working for the Youth Services Agency in New York City. To calculate reliability, the Kuder-Richardson-21 Reliability Formula was used.[8] A reliability coefficient of .83 was obtained.

Situation Problem Exercise--To determine if trainees in the Experimental Group were better equipped to make sounder judgment concerning problems which confront Roving Leader than those in the Control Groups, a "Situation Problem Exercise" was administered. This exercise was developed by this investigator; Marilyn Fortin, a student majoring in sociology; and Professor Doyle Bishop, Research Psychologist, Department of Recreation and Park Administration, University of Illinois. This exercise was developed after reviewing hundreds of case studies involving problems confronting the Roving Leader. The exercise is composed of 11 situations or case reports. Each of the cases represents a problem to be solved. The trainee is requested to make two judgments based on information given in each situation. The first judgment is WHAT DO YOU DO? as a Roving Leader and the second judgment is WHAT DO YOU WANT THE INDIVIDUAL OR GROUP IN EACH SITUATION TO DO?

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[8] George A. Ferguson, A Statistical Analysis in Psychology and Education, New York: McGraw-Hill Co., 1966, pp. 329-380.

To determine reliability for the Situation Problem Exercise, it was administered to 30 students taking Recreation 100 at the University of Illinois. Using the Kuder-Richardson-21 Reliability Formula, a reliability coefficient of .81 was obtained. After reviewing the test, a number of changes were made to improve the Exercise, hopefully improving the reliability.

Roving Recreation Leader's Rating Scale--Another criterion used to determine the effectiveness of the Roving Leader was the Kammeyer's Community Recreation Leader's Rating Scale, The Kammeyer Rating Scale was developed in a study that dealt with the relationship between two variables, aptitudes of community recreation leaders and successful or unsuccessful leadership. Success as a leader is defined by scoring along a five-point scale, higher score indicating lower success. In the development of the Rating Scale, the criteria of success of a leader was determined through tabulation of incidence in recreation literature. Eleven qualities were developed which were consequently redesigned to reflect specific characteristics for evaluative purposes. Descriptive words and phrases were added for clarification and a reversal pattern of scoring was used for control of the halo effect and logical error. The reliability of the Rating Scale was tested with Pearson Product Moment Intercorrelations for both the scale scores and the overall rating using Sheppard's correction for broad categories for the overall ratings. Using the rate-rerate technique on the Ratings of 2 judges of 24 leaders with a three-month interval, both the Scale scores and overall ratings were significantly reliable. Reliability scores were also calculated on the ratings of 3 judges of 50 leaders and found to be

significant. Face validity was accepted because the scale was based on standards derived from the literature and on the evaluation of the content by six recreation educators. Internal agreement between 3 judges was very high.

The Rating Scale measures the following behavior:

> (1) Leader's professional attitude and awareness of recreation's value for the participant; (2) Understanding of recreational skills and knowledges; (3) Ability to gain and hold confidence and respect of participants and associates; (4) Ability to get along with people and draw them into activity; (5) Understanding and sensitivity to group needs; (6) Versatility of interests and abilities, utilizes a broad activity program; (7) Ability to adjust to situations and is resourceful; (8) Ability to organize and plan the recreation program; (9) Demonstrates initiative and dependability in conducting program; (10) Intelligence and ability to communicate ideas; and (11) Demonstrates mature judgment, common sense.

General Information Inventory--The prime purpose of administering the General Information Inventory was to provide information which would enable a logical matching process for establishing the three sets of groups. This instrument was developed by Professor Doyle Bishop and is based on Weschler's Measurement of Adult Intelligence.[9] For each correct answer score 1, for each incorrect answer score 0, with the exception of that portion which deals with "Similarities," in which case the test is scored 0 for an incorrect answer, 1 for a partially correct answer, and 2 for a correct answer.

[9] David Weschler, The Measurement of Adult Intelligence (Baltimore: The Williams and Wilkins Company), 1944.

DATA ANALYSIS

This section summarizes the interpretation and analysis of the data. As mentioned, data were collected during December 1970 and April 1971, and the analysis deals with these two test periods. The investigator sought by this research design to distinguish as clearly as possible any differences which might be revealed between the Experimental Group and Control Groups A and B.

The four instruments were designed to test the effectiveness of the training programs given to the Experimental Group and Control A Group. These instruments were designed to measure the abilities of the trainees in these two training groups, as well as Control Group B, which received no formal training. The belief was that the Experimental Group, receiving the Roving Recreation Leader Training Guide treatment, would show a significant improvement over Control Groups A and B in their skills and knowledge as roving leaders. The basic hypothesis of this study, therefore, was that roving leaders exposed to the training methods and techniques suggested in the Guide would be more effective roving leaders, as measured by these four instruments.

Each of the four substatements of the major hypothesis, as given in the first section, were linked to the four tests given:

> Variable 1: "Roving Recreation Leader's Rating Scale" (Supervisor's Rating) would indicate whether the roving leader receiving training from the Guide would be rated higher by his supervisor after training had been completed.
>
> Variable 2: "General Information Inventory" would show whether the roving leader receiving training from the Guide would better understand his function and role in meeting the needs of inner-city youth.

Variable 3: "Self-Assessment Inventory" would reveal if the roving leader after Guide training would develop a realistic level of self-confidence.

Variable 4: "Situation Problem Exercise" would reveal whether the Guide trained roving leader was able to select appropriate courses of action in dealing with urban youth.

To discern the validity of the major hypothesis, multivariate analysis of variance, as well as discriminant functions were chosen as the most effective way to evaluate these data.

Group Differences

The essence of the experiment relates to the overall differences among the three groups under study. When all four variables were considered together, there was a definite and significant difference among the groups at the .10 level of significance for December and the .01 level for April. This difference is composed primarily of differences in the Supervisor Rating scores (variable 1) and the Situation Problem Exercise (variable 4) for December, and primarily variable 1 in April. In general, the data show the Experimental Group scoring significantly higher on these two measures than the two control groups, with the control groups showing little difference.

As Table 5 indicates those individuals who participated in the Experimental group receive an almost 10 percent increase in the Supervisor's Rating (.83 to 91), while those participating in the training program offered by the Youth Service Agency increased by less than 5 percent (72 to 76). This difference does not exist for any of the other three variables, except, as mentioned, the small difference between Experimental and Control A on Variable 4 (Situation Problem Exercise.)

The discriminant analysis computation was included to indicate the important variables in describing in further detail the differences between the groups. Discriminant analysis is specifically used to show which of the four variables are most important in describing the maximum difference between these groups.

The first disciminant function, given in Table 6, for December contained 80 percent of the total discriminating power, with the second discriminating function not statistically significant.[10] The values shown in this table indicate the Supervisor Rating Scale and the Situation Problem Exercise were the major contributors to the first discriminant function, with weights of 19.03 and 20.05, respectively, for December. In April, the supervisory rating was the most important variable, with a weight of 27.84.

The group means on the first discriminant function are also included in this table. It is seen that the major difference was between the Experimental group and the two control groups. What do these findings mean for our hypothesis? It is, of course, one thing to talk about differences in groups, i.e., that a difference does exist between Experimental Group and Control Groups, and another thing about <u>what</u> these differences mean. For instance, for purely descriptive statistical analysis, we state that Experimental did better (received higher scores) on the overall test scores, as reflected in the group means of 32.55 (Experimental), 28.74 (Control A)

[10] For the purpose of completeness, Table 6 gives information for two groups in the December period. Since the second December analysis, dropping Group B, gave essentially the same results, the discussion is related to the three groups.

Table 5. Mean and standard deviation for the variables.

Group	December		April	
	Mean	S.D.	Mean	S.D.
Supervisor Rating Scale				
Experimental Group	83	13.2	91	9.5
Control Group A	72	12.3	76	8.6
Control Group B	74	16.1	NA.	
General Information Test				
Experimental Group	32	3.4	34	2.8
Control Group A	32	3.2	32	3.8
Control Group B	30	5.5	NA.	
Self-Assessment Inventory				
Experimental Group	56	6.2	57	9.0
Control Group A	57	6.5	59	6.1
Control Group B	55	8.2	NA.	
Situation Problem Exercise				
Experimental Group	18	2.5	19	1.9
Control Group A	16	2.8	17	4.1
Control Group B	16	3.3	NA.	

Table 6. First discriminant function weights.

Variable	December Weights Three Groups	December Weights Two Groups	April Two Groups
Supervisor Rating	19.03	17.2	27.84
General Information	-4.91	9.1	-8.82
Self-Assessment	4.29	1.0	2.81
Situation Problem	20.05	13.7	9.77
Group	**Group Means (December) Three Groups**	**Group Means (December) Two Groups**	**Group Means (April) Two Groups**
Experimental	32.55	20.85	52.76
Control A	28.74	16.7	43.25
Control B	28.95		

and 28.95 (Control B) at the December test point, and 52.76 (Experimental) and 43.25 (Control A) for the April means.

Thus, the multivariate analysis and discriminant functions, as statistical tools, tell us that, yes, there were differences between the group receiving the Guide training and the group receiving the N. Y. training and the group with no formal training at all, and that the weight difference was most revealed in variables 1 and 4, Supervisor Rating Scale and Situation Problem Exercise, for December. (As seen for these group means, and as stated, there was no difference between Control Groups A and B, but only between control and experimental groups.)

Of course, in reaching conclusions about the importance of the supervisor rating score and the situation problem score, keep in mind that these variables simply describe the maximum difference between

these three groups. It does not necessarily say, for instance, that the supervisor rating is the most important measure of an effective roving leader. We need to keep separate the results of discriminant analysis, which describe the maximum difference, and conclusions about which variables are important for future training decisions. It may be that a variable other than those encompassed in the study is actually the key to training decisions! We must further keep in mind the limitations of such statistical inference as we move from descriptive to inductive reasoning.

Wilks Lambda values[11] were calculated to reveal the strength of relationship between experimental training and roving leader effectiveness. These figures revealed that the larger the percentage, the stronger the effects of the experimental treatment. These percentages were 24 for the Experimental and Control Group A comparison in December, 24 for the 3-group comparison in December, and 46 for the Experimental and Control Group A comparison in April. The effects of the experimental training in April were stronger than in December.

Thus, one explanation for the change in the discriminant function weights from variables 1 and 4 in December, to only variable 1 in April, could be that the sample attrition rate from test period to test period affected a change in the total sample composition and character. Or, the character of the individual sample members might

[11] Wilks Lambda is a measure of the percent of variance in an individual's discriminant scores which is accounted for by experimental versus control group training.

have changed, regardless of attrition, over the 3-month interval due to circumstances not controlled or accounted for in the sample design. One such change could be a sort of "delayed reaction" effect. That is, the effect of the training was not yet discernable in December, but became more so in April after the training received had time to "sink in," and that this effect was most readily noted in the supervisor's rating of the roving leader at the final test period.

However, before we discuss why the supervisor's rating scale might be the most indicative measure of an effective roving leader for this study, we first need to look at the weights of the discriminant function to conjecture about their relative weight within each period as well as between periods.

The weight of supervisory rating scale could, on the one hand, perhaps be due to supervisor bias. That is, since the supervisors toward the end of the study were aware of this experiment, they may have projected their expectations about the performance anticipated from the training programs into their so-called "objective" evaluations. Supervisors might have rated individuals higher or lower depending on their anticipation of what that individual should know or not know at the respective test periods. This, of course, is only possible if the supervisors knew which people were in which group. On the other hand, it may be that the supervisor rating scale is actually more sensitive to measuring the change, or lack of change, in the roving leaders at the two test periods.

We would be delighted to state unequivocably that the supervisor rating scale is the prime indicator of potential roving leader performance.

However, with the limitations in mind, we can only speculate as to its value and validity. We noted during the experiment that most supervisors looked upon this scale as a rather dubious enterprise. If anything, it could be said they were all equally biased against the test if that lends stability to the weightings! The supervisors were busy with their daily activities, and the stress of an agency reorganization which involved their livelihood, so we are dubious about putting too much emphasis on this variable as the sole one for future personnel decisions.

This is not to deny that the instrument is of some value; it was designed to be of worth, and received a reliability score of over 80. Thus, if employed in situations where the parameters were not as dynamic, it should prove a viable instrument--if not perhaps the strongest--for gauging the potential of roving leaders both before and after training.

As we look at the weight for the situation problem exercise, which was 20.05 in December, it appears in April to be of less importance at 9.77. However, the Situation Problem Exercise was not really less significant for April, but the supervisory rating scale increased in value, diminishing the relative value of the Situation Problem Exercise.

The other weights remained comparable for both test periods. The weightings for the Self-Assessment Inventory (variable 3), and the General Information Inventory (variable 1) remained constant in their lack of magnitude for both test periods.

Individual Variable Correlations

Since we used the four instruments as the prime measures for determining whether any one group was better than the others, it seems appropriate to also understand the interaction and correlation of these measures with each other. That is, we think it is of value to discuss the correlations for our four dependent variables, shown in Table 7. Since the weights and means for the groups and the instruments are supplemented or complemented by the individual correlations, the following section is devoted to their discussion.

Table 7 presents correlations for the entire population and not for the individual groups. Thus, any speculation made deals with the instruments rather than the individual groups. Even though the sample, at both test points, had tests of significance, keep in mind some of the limitations usually associated with small samples: A correlation may be real and based on real cause and effect, and still be almost valueless for determining action in a single case. Or, neither variable has any effect at all on another, yet there is a real correlation noted. Further, given a small sample, often one is likely to find some substantial correlation between any pair of characteristics of events you can think of.

With these limitations in mind, we review the interaction among variables as noted in Table 7. These correlations were all calculated at the .10 level of significance. These correlations are viewed to get more insight into the relationships among the variables that supplemented the group difference findings above. Thus, the purpose of this discussion is to attempt to define and explain the relationships--both significant and insignificant--among the four

Table 7. Relationship between variables.

Variables	December Two Groups	December Three Groups	April
Supervisor Rating and General Information	(.18	(.102)	(.51)***
Supervisor Rating and Self-Assessment	(-.016)	(.127)	(-.166)
Supervisor Rating and Situation Problem	(.267)	(.121)	(.40)**
General Information and Self-Assessment	(.065)	(.088)	(-.023)
General Information and Situation Problem	(.246)	(.36)*	(.36)*
Self-Assessment and Situation Problem	(-.16)	(-.23)*	(-.21)

*At .10 level.

**At .05 level.

***At .01 level.

dependent variables. Yet, as mentioned, any speculation offered here relates only to the relationship among these variables for the groups as a whole, since these correlations combined the entire sample. No correlations are offered by group for the individual variable.

In Table 7, the most striking correlation, at first glance, is that between variables 1 and 2--Supervisor Rating Scale and the General Information Inventory. This .51 correlation indicates that in April those group members who scored high on 1 also scored high on 2. This was not so in December, where the correlation was insignificant.

These two tests are related in what they seek to measure. The Supervisor Rating Scale is intended to indicate the supervisor's opinion of the leader's professional attitude and awareness of recreation's value for the participant. The General Information test seeks to measure the leader's understanding of his function and role in the community. Thus, it is not unexpected that these tests were correlated. What is unusual was the dramatic shift in the correlation from December to April.

A general explanation of this shift in lack of correlation for one period to significance in the next period was alluded to in the beginning of this section--change. One possibility for the shift in correlations is that individuals in the sample may have changed with time; or, neglecting any appreciable change in the individual sample members, the attrition rate in the sample could have changed the character of the sample from December to April, thus affecting the nature of the correlation for these two measures. For instance, the

sample members dropping out between December and April might have consistently been those with low scores on specific tests, or any other factor for that matter, which would cause the attrition to be nonrandom. This nonrandomness would cause a change in the remaining sample, affecting the correlations.

Another type of possible change in the sample--where the members change individually over time--is a more natural and true effect, where the members are actually changing, and has nothing to do with limitations in the sample design. An example of this more "natural" change would be the concept of "delayed reaction" to the training received that we mentioned. One might speculate that since the material taught during the training session is fresh in the minds of the participants, they would score higher on the General Information Inventory; however, use of this knowledge in an actual work situation may take time to sink in; therefore, it might not be recognized by the supervisor until the second testing period. That is, it takes time for the effect of training to show and thus the shift in correlations. Or, and this is quite possible, the change in correlations could be attributed to both types of change--in individuals and in the character of the remaining sample for the second period.

For variables 1 and 4 (Supervisor Rating Scale and Situation Problem Exercise) there were no significant correlations for the December measure, and a significant correlation of .40 for the April measure. A possible explanation for this change in correlation could be comparable to that made for variables 1 and 2--change. Change in people over time, and change in the composition of the sample due to attrition between time periods. The correlation between these two

tests in April can be attributed to what these tests sought to measure and the probable effects of training. For instance, one aspect the supervisor is asked to measure is if "he feels the leader is knowledgable in methods and techniques of reaching inner-city youth." The Situation Problem Exercise tests such knowledge. Thus, it may be that the training received affected the ability of the individual to score higher (or lower) on the Situation Problem Exercise and to receive related scores from his supervisor based on a personal evaluation of the roving leader's knowledge of inner-city problems.

We now look at the correlation measures for variables 2 and 3 (General Information and Self-Assessment). There was no significant correlation for these two instruments for either period. Perhaps the lack of relationship between these two instruments is that an understanding of the role and function of the roving leader, as measured by the General Information Inventory, might not result in personal confidence in carrying out such a role and function as measured on the Self-Assessment test. That is, these two tests, while related to the measurement of the Guide's value, are not significantly related to each other in what they seek to elicit from the subjects in the experiment.

Variables 2 and 4 (General Information Inventory and Situation Problem Exercise) have a sustained correlation of .36 for December and April. Initially, this finding might lead one to question the previous explanations of change for the shift in some correlations over time. However, when we speak of attrition in the sample, or changes in individual sample members, this in no way implies that such change would be reflected in each measure. Perhaps the characteristics we are

talking about as causing such change might not be related to these measures 2 and 4, as they might be to the other variables discussed. In other words, for change to be a factor in affecting correlations, does not mean it has to be universal for all variables. The fact of consistency between two test periods for this correlation of .36 in no way negates the effect of possible nonrandomization on other variables. For these two measures, it appears, however, the population did not really change for purposes of analysis. We anticipated a sustained significant correlation for these two tests, as they are the two out of four tests which are not subjective; that is, these are paper-and-pencil tests, both requiring multiple-choice or true-false answers and do not involve personal assessment of oneself or of another.

For the final correlation, we record a barely significant negative correlation of -.23 for variables 3 and 4 (Self-Assessment and Situation Problem Exercise) for December and a not significant correlation for April. Because of the subjective nature of the Self-Assessment Inventory and the actual knowledge required for the Situation Problem Exercise, the significant negative correlation in December may be explained by a difference in one's estimate of self-confidence about the task and one's ability to know what a particular situation demands. Or, one may actually know how to handle a problem situation on the job, but lack the skill in articulating same on a paper-and-pencil test.

Thus, in looking over these six correlations of the four variables, we note that the highest correlation was for the April measure

between variables 1 and 2 (Supervisor's Rating Scale and General Information Inventory) of .51. As we look at the supervisor rating, we ask how consistent were the individual supervisors as they rated over a six-month test period? In any kind of evaluation one usually has difficulty motivating supervisors to do a good job. Another difficulty is that each supervisor has different subjective standards for comparing workers, and these standards were undoubtedly reflected in these rating. However, in this study we have assumed the supervisors were equally motivated (or not motivated) for the task. Since we had no ratings on the qualities of the supervisors, we must assume their characteristics and qualities were comparable. Thus, this is one variable which showed differences among groups, yet it presents difficulty because there is also one of the two instruments which is subjective in nature.

The two pretest variables (Supervisor's Rating and I.Q. test) used to assist in the sample matching process were not in themselves significantly correlated. This indicates these two instruments most likely measure different attributes. However, there was a significant correlation (.05 level) for the I.Q. pretest with the Situation Problem Exercise and the General Information Inventory; that is, those who scored high on the I.Q. also did well on the General Information Inventory and the Situation Problem Exercise. This finding seems logical, since all three tests require reasoning ability and the ability to take paper-and-pencil tests. The correlation between I.Q. and General Information Inventory was outside of our research design but is offered as additional information on the intercorrelations among variables.

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this Phase III research study was to determine whether the Roving Recreation Leader Training Guide, as developed by the University of Illinois' Office of Recreation and Park Resources, was an effective tool for training and educating Roving Leaders. The findings, as presented in the previous section, indicated that when the four test instruments were considered together, there was a significant difference between the Experimental and Control Groups at the .10 level. This difference was primarily composed of the Supervisor Rating Scale and the Situation Problem Exercise. The Experimental Group, which received the Guide-recommended training program, scored higher on these measures than Control Group A, which received the N. Y. Agency training program, and Control B, which received no formal training.

From these statistical findings, which were significant for purposes of this study, the major hypothesis was validated: Roving Leaders exposed to the training methods and techniques suggested in the Roving Recreation Leader Training Guide were more effective Roving Leaders.

In addition to testing the main hypothesis, we were also interested in providing an objective source for ongoing evaluation of the Roving Leader program. That is, with these four instruments as a start, we were interested in developing accurate and consistent tools for measuring and evaluating the impact of this training program. In addition to the four specially designed instruments, we also took into account the budding research on training evaluation that exists in other

related manpower development fields. It was felt vital to offer an effective training program, in order to evaluate its effectiveness over time. One goal cannot suffice without the other if we are to make some contribution to the training evaluation literature which aided in this research study.

The following recommendations are suggested; however, it should be pointed out that these recommendations are based on the limitations discussed earlier. In addition to those limitations, one should recognize that the variance accounted for by the experimental training was relatively small and that organizational difficulties in YSA during the time of the experiment might have caused stress and anxiety among the subjects. These limitations are not to imply that the treatment was ineffective, but to emphasize that the program might be successful only under these conditions:

1. That The Roving Recreation Leader Training Guide be implemented in those agencies currently offering other training programs or no training programs for their roving leaders. This recommendation is based on both the statistical findings of this research study, including the limitations already discussed, and on the judgment of this investigator, and other professionals involved in the Guide's implementation and use. The Guide offers a good opportunity for training roving leaders who can effectively and substantively meet the challenges of the inner city, especially its young. Current unemployment rates for ghetto youth of this country are estimated between 25-32 percent. This is but one critical factor the roving leader will have to encounter when

attempting to realistically and justly deal with these young. We feel the Guide prepares him as best as any training program can for the actual job situation, to enable him to comprehend and mediate the demands of inner-city, deprived youth.

2. That in future experiments the investigator be permitted greater control in the environment where the training occurs.

It is our feeling that if we had more control over the experimental situation, that our significance level for the December period of .10 would have been reduced. It was our original contention that the change in significance levels from .10 in December to .01 in April was due to the loss of Group B in the sample. However, in rerunning the data for both periods, excluding Group B from the December run, no change was noted in significance levels for April. We, therefore, see the need for tighter control in the testing environment to enhance the statistical measures in replications of this study. It was certainly not intented to have a "laboratory" setting for this experiment; however, we felt a more "natural" environment of what the roving leader encounters daily would have been preferable. We encountered much more dynamism and problems than anticipated.

There were basically six critical factors that worked against us as we conducted the experiment: (1) As noted, the N. Y. C. Agency was in the midst of financial difficulty; (2) staff and roving leaders were losing their jobs; (3) proposed reorganization of the Agency was rumored; (4) the Director of Field Services, the unit which housed the Roving Leader Program, was replaced during the study; (5) there was a general apathy among staff about inservice training;

and (6) there was low morale among those involved in the Roving Leader Program, most likely because of the above problems.

Undoubtedly, the greatest aspect over which we had little or no control was the uncertainty in the Youth Services Agency about a probable reorganization. It was brought to our attention recently that the entire Roving Leader Program in the N. Y. Agency might be discontinued as of 1971. Thus, as we begin to judge the conclusions of our research, we must account for the serious anomalies faced by the Roving Leaders who participated in this experiment. For future experiments, investigators need to know and understand what factors (other than those anticipated in the research design) were dramatic and apt to affect the research study, as this probable reorganization most likely did.

It was conjectured earlier about how the strain of reorganization might have affected the sample. However, for future studies, we should strive, by judgmental or objective means to offset comparable environmental strains so the sample can remain to some degree "controlled" within the larger environment. We cannot often remove or reduce these pressures, but we must seek as much control as possible, especially on matters that directly affect our population and its attitudes.

For instance, it was our feeling after the study was completed that the control groups may have felt (since they were not receiving the "special" training program) that their days were "numbered" with the Agency. If such an idea prevailed in Control Group A and B, naturally the strength of our findings are weakened. Or, on the

other hand, the Experimental group might have wondered why they were receiving training in a program other than the "regular" roving leaders.

3. That the trainers of the Guide receive more inservice training prior to conducting the training program. It was our observation, while attending most of the training session using the Roving Recreation Leader Training Guide, that the trainer was not as well versed in the precepts and concepts of the Guide as this investigator would have preferred. Thus, it seems evident that future studies would incorporate a prestudy to train the trainers. This recommendation is certainly not new. Much of the research conducted in the evaluative field discusses this need. What we are suggesting is simply that our approach to training the trainer be more rigorous than in this experiment.

For instance, we might spend more time with the trainers to ensure they soundly understand the predications of the Guide--what it seeks to convey, and why we feel it realistically encompasses the tasks of a roving leader.

4. That the Roving Recreation Leader Training Guide be reviewed and updated. The increase in the importance of city recreation, and changes in the youth we serve, have brought a host or organizational, administration, and staff problems. People are becoming increasingly more leisure-oriented, youth are shifting in their concerns and composition, and these changes must be met with a comparable concept of recreation greater than that of traditional fun-and-games use of parks, centers, and playgrounds. Recreation personnel, especially

roving leaders, must expand their image and abilities as leaders of broad and complex leisure-oriented programs. They must be aware of and operate in view of the many problems facing the inner cities as they relate to and affect the expanded concept of recreation.

While we are aware that much of the "leisure" facing ghetto youth is unsolicited, because of the unemployment and educational problems prevalent in the inner city, we still have to deal with these youth and their needs. The Guide must be constantly updated to reflect these concerns, as well as any other changes which occur among those whom we exist to serve. Nothing changes quicker than what we perceive as the elements of a social condition, and we should reflect these as much as possible in revision of the Guide. If we are to be of value in the inner city, and to aid roving leaders in effectively doing their job, the Guide must be a timely and topical instrument.

5. That further research be conducted to improve the reliability and validity of the Situation Problem Exercise. This variable, which was significantly correlated with Variable 1 for the December test but not for the April test, needs further study to enhance its stability and consistency for stipulating the qualities indicative of an effective roving leader. It is believed the Guide enables the trainee to select effective and appropriate courses of action in dealing with socially deprived youth; this test was designed to measure that ability.

6. That a more adequate measure of job performance be developed. Most of the instruments used in this test are either subjective evaluations of performance, or paper-and-pencil multiple choice or true/false tests of material presented. We feel the need for more accurate measures and predictors of job performance in addition to these instruments. It is conceivable that one could do well (or poorly) on these tests, because of subjectivity or guesswork, and not reveal the level of one's ability. Thus, we would undertake, in future research studies of this type, to add to our group of tests more refined, sensitive and innovative means of testing job performance.

In many ways these four tests--as with many other testing devices--don't really measure job performance per se, but one's knowledge of job performance. Thus, we are not satisfied with these instruments alone as devices for measuring the critical criteria of a successful roving leader. When the training is finished, and the tests successfully administered, the mark of a good roving leader is ultimately his field performance. We seek to focus more on predicators and evaluators of this criterion.

7. That the results of this study provide for additional research in developing evaluative instruments, such as role-playing, case studies, action mazes, and in-baskets. This is related to our previous recommendation on the need to enhance the measurement of job performance. It also logically develops from Recommendations 4, for increasing the reliability of the case study approach to evaluation as used in the Situation Problem Exercise.

For instance, we might recommend development of a role-playing training exercise which could be used to train and appraise the abilities of roving leaders; to modify role-playing techniques, as currently used, to a specific teaching method for roving leaders; to improve the methods of rating the effectiveness of roving leaders in role-playing through the development of pertinent rating scales; or to determine the meaning of "body English" used during role-playing exercises.

Other objectives of role-playing and comparable techniques for inservice training are: improve the training given roving leaders, better evaluate the proficiency of existing roving leaders, and define major problems confronted by leaders. Such techniques as used, of course, would be incorporated into any revisions of the Guide as their worth is proved.

8. That a replication of this study be undertaken by the University of Illinois' Office of Recreation and Park Resources in the Chicago metropolitan area. From our previous research and investigation in compiling the Guide, it became clear that of the more than 30 Roving Leader Programs surveyed throughout the country most had similar or comparable programs and personnel arrangements. Because of the many problems encountered in the sample environment in New York, and because of belief that these elements would not exist to such an extent in Chicago, we feel replication to have great worth.

Under the conditions of the New York experiment, since we did show a significant difference between the Experimental and Control

groups, we believe that under more desirable and controllable conditions, such as in Chicago, the hypothesis would be even more significantly validated. In addition, we recommend for incorporation in any replicated design the other suggestions for study stated so far. The Chicago Roving Leader Program is comparable to the New York Program; therefore, there is reason to expect that a more controlled study can be undertaken there.

9. That the results of this study be made available to the various agencies with Roving Leader Programs. Since many of these agencies have been involved in these researches and surveys for the past several years--either by their sustained interest in our work or direct cooperation--we recommend they be given our findings on this evaluation of the Guide. One of the recommendations which emanated from our conferences with roving leader program directors was the need to systematically evaluate the Guide.

10. That the University of Illinois' Office of Recreation and Park Resources continue its cooperation with the Office of Education thru its Division of Manpower Development and Training, and the National Recreation and Park Association (NRPA), as it furthers its research in this area. The NPRA and the Office of Education have had a substantive involvement in all phases of the Roving Leader Project at the University of Illinois for the past four years. Both these organizations are concerned with meeting the manpower needs in the field of recreation and the human services with skillful and well-trained professionals and paraprofessionals. Their continued involvement with the University's Program is one way of achieving their goals.

In conclusion, it is recommended that this research project be replicated in the Chicago area: that it incorporate more sensitive measures and tests of job performance; that our reliability coefficients be enhanced; and that the Guide be updated to reflect both our experimental modifications and changes in the ethos of the inner city and the youth we serve.

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APPENDIX A

ROVING RECREATION LEADER PROJECT
SELF-ASSESSMENT INVENTORY

INSTRUCTIONS:

A wide variety of different kinds of situations calling for different sorts of skills are listed on the opposite page. For the purpose of assessing your needs in training, we would like you to be as honest as possible in responding to the questions.

We have provided below four possible feelings you might have about handling the range of situations that develop a group. For each situation encircle the number which most closely corresponds to how you would feel.

1. Feel you couldn't handle it without first discussing it with someone more experienced in running groups.
2. Would feel more comfortable if you had someone there to support you.
3. Feel you would find it difficult but probably could handle it.
4. Feel that you could handle it without too much difficulty.

*The Self Assessment Inventory was developed by the Institute for Youth Services, Howard University, Washington, D. C.

1.	Dealing with an excessive amount of disruptive side conversations in the group.	1	2	3	4
2.	Getting the group to assume responsibility for its members.	1	2	3	4
3.	Getting good group participation in discussion.	1	2	3	4
4.	Dealing with a leader in the group who exerts a negative influence on the group.	1	2	3	4
5.	Dealing with a group member who constantly tattles on other group members	1	2	3	4
6.	Getting the group to make and follow through on decisions.	1	2	3	4
7.	Planning and implementing a schedule of activities for the group.	1	2	3	4
8.	Keeping the group focused on discussing issues that are sensitive to members.	1	2	3	4
9.	Getting the group to reconsider an action which goes against the group's best interests.	1	2	3	4
10.	Dealing with a group member who continually challenges your position in the group.	1	2	3	4
11.	Meeting with the neighborhood group to discuss their involvement in the Model Cities Program.	1	2	3	4
12.	Dealing with a group problem in which you have obviously taken the wrong position.	1	2	3	4
13.	Openly reprimanding a group members.	1	2	3	4
14.	Holding meetings consistently meaningful to members.	1	2	3	4
15.	A situation in which the group is openly hostile to you.	1	2	3	4
16.	Getting the group to discipline its own members.	1	2	3	4
17.	A situation in which the members are obviously baiting you.	1	2	3	4
18.	Getting group members to assume leadership in group.	1	2	3	4

APPENDIX B

GENERAL INFORMATION INVENTORY

PLEASE DO NOT OPEN

APPENDIX B

GENERAL INFORMATION INVENTORY

PLEASE DO NOT TURN THIS PAGE UNTIL THE EXAMINER TELLS YOU TO

This inventory consists of three sections, each of which deals with your general knowledge. Each section SEPARATELY TIMED by the examiner, so you should work on each section only during the time allotted for it. The examiner will keep track of the time and tell you when to begin and when to stop work on each section. Do NOT go back to a section that you have already completed and do NOT go on to a new section until the examiner tells you to.

Section I: Arithmetical Reasoning

On the next page there are eight arithmetic questions. Read each question, find the answer mentally (do not make calculations with your pencil), and write the answer in the space to the right of the question.

EXAMPLE:

"How much is four dollars and five dollars?" 9

Since the answer is 9, you would write a 9 in the space.

Time for this section: 2 1/2 minutes.

DO NOT BEGIN UNTIL EXAMINER TELLS YOU TO.

Answer

1. If a man buys eight cents worth of stamps and gives the clerk twenty-five cents, how much change should he get back? _____

2. How many oranges can you buy for sixty-four cents if one orange costs four cents? _____

3. How many hours will it take a man to walk twenty-four miles at the rate of three miles an hour? _____

4. If a man buys seven two-cent stamps and three three-cent stamps and gives the clerk a half dollar, how much change should he get back? _____

5. If seven pounds of sugar cost twenty-five cents, how many pounds can you get for a dollar? _____

6. A man bought a second hand car for two-thirds of what it cost new. He paid $1600 for it. How much did it cost? _____

7. If a train goes 150 yards in ten seconds, how many feet does it go in one-fifth of a second? _____

8. Eight men can finish a job in six days. How many men will be needed to finish it in a half day? _____

STOP. WAIT FOR INSTRUCTIONS.

Section II: Vocabulary

Each of the sixteen words in this section is followed by four words or phrases. Circle the letter of the word or phrase that you believe is nearest in meaning to the word.

EXAMPLE: INEPT

a. excellent

b. shy

c. unsuitable

d. superficial

Since unsuitable is the word nearest in meaning to inept, you should circle the letter c.

Time for this section: 3 minutes.

DO NOT BEGIN UNTIL EXAMINER TELLS YOU TO.

1. Episode

   a. Biography
   b. Mishap
   c. Incident
   d. High adventure

2. Apprehend

   a. To understand
   b. Intimidate
   c. Be hopeful
   d. Inspect closely

3. Disparity

   a. Dejection
   b. Inequality
   c. Unfairness
   d. Discord

4. Viscid

   a. Persistent
   b. Burning
   c. Innermost
   d. Sticky

5. Compunction

   a. Remorse
   b. Hesitation
   c. Compassion
   d. Forthrightness

6. Adulterate

   a. To seduce
   b. Debase
   c. Praise
   d. Condense

7. Respite

   a. Rest
   b. Review
   c. Angry comment
   d. Utensil

8. Profligate

   a. Abundant
   b. Forseeable
   c. Extravagant
   d. Professional

9. Calamitous

   a. Noisy
   b. Humorous
   c. Deteriorating
   d. Disastrous

10. Protract

    a. To prolong
    b. Determine
    c. Withdraw
    d. Hold back

11. Carnage

    a. Wickedness
    b. Slaughter
    c. Rubbish
    d. Struggle

12. Ambient

    a. Flickering
    b. Soft
    c. Encircling
    d. Changing

13. Proselytize

    a. To convert another's beliefs
    b. To beg for money
    c. To abdicate one's position
    d. To tell lies

14. Imminent

    a. Personal
    b. Holy
    c. Outstanding
    d. Impending

15. Moiety

    a. Hard work
    b. Part or portion
    c. A religious order
    d. Delirious joy

16. Aseptic

    a. Diseased
    b. Withdrawn
    c. Uninfected
    d. Dull-witted

Section III: Similarities

In this section you will find pairs of objects listed. The two objects in each pair are the same or similar in certain ways. In the space beside each pair of words, tell in a brief sentence in what way the two objects are alike.

EXAMPLE:

Rifle-spear_____ Both are weapons_____

Time for this section: 3 minutes.

DO NOT BEGIN UNTIL EXAMINER TELLS YOU TO.

Orange - Banana _____

Coat - Dress _____

Dog - Lion _____

Wagon - Bicyle _____

Newspaper - Radio _____

Air - Water _____

Wood - Alcohol _____

Eye - Ear _____

Egg - Seed _____

Poem - Statue _____

Praise - Punishment _____

Fly - Tree _____

APPENDIX C

ROVING RECREATION LEADER PROJECT
GENERAL INFORMATION TEST

Multiple Choice

Directions: Circle the letter that best describes your answer. For example.

History tells us that all nations have enjoyed participation in

A. Gymnastics

B. Football

C. Physical training of some sort

D. Baseball

E. Basketball

CIRCLE THAT STATEMENT THAT BEST DESCRIBES YOUR ANSWER.

1. The most immediate and critical function of the roving leaders is

   A. to reach the youngster as quickly as possible

   B. to know how to serve youth

   C. To establish rapport

   D. to plan activities immediately

   E. to plan athletic programs

2. The ultimate goal of a roving leader is

   A. to be liked by all

   B. to introduce many activities

   C. to be honored by the neighborhood

   D. to be no longer needed

   E. to accept people as they are

3. A roving leader is

   A. generally assigned to a specific geographic area within the community

   B. moves from neighborhood to neighborhood

   C. concerned with recreation activity only

   D. based at a recreation center and rotates among a number of stations within the center

   E. moves from city to city

4. The most important factor that contributes to sub-standard housing is

   A. a lack of concern on the part of the Department of Housing and Urban Development

   B. a lack of citizen involvement in the planning process

   C. planners giving little consideration to this aspect of community planning

   D. the mayor having too much veto power

   E. not enough land available

5. An individual has complained to his landlord about rats in his apartment and has only been given promises of action. Which agency would you refer him to

   A. Unemployment Agency

   B. Board of Health

   C. Welfare Department

   D. Police Department

   E. National Association for the Advancement of Colored People

6. The philosophy of the roving leader concept points out that it is

   A. a police service

   B. an organized recreation program

   C. a parole guideline service

   D. a problem oriented Service

   E. a service for low income families only

7. The major health problem with which roving leaders contend are

   A. venereal disease

   B. drug addiction

   C. alcoholism

   D. T. B.

   E. all of these

8. Impoverished and hard-to-reach youth would generally be found at the

   A. school

   B. pool hall

   C. Boy's Club

   D. Police Athletic League

   E. Recreation center

9. The YMCA Roving Leader approach in St. Louis has been termed

   A. "gettin" the ghetto

   B. my boy

   C. outreach

   D. SPU

   E. "in" the city

10. The roving leader concept began as early as

   A. 1917

   B. 1848

   C. 1927

   D. 1907

   E. 1868

11. The basic form of communication among gang members is

    A. neighborhood meetings

    B. activity

    C. secret meetings

    D. groove chatter (inner city language)

    E. attending city council meetings

12. The major objective of in-service training for the roving leader is

    A. to help leaders understand their roles

    B. to teach first aid

    C. to complete high school

    D. to learn more about black people

    E. to learn how to shoot a gun

13. The major reasons why hard-to-reach youth do not participate in recreation activities is

    A. lack of opportunity

    B. boredom

    C. poor leadership

    D. not enough money

    E. too many activities being offered

14. The first organized Outreach (streetwork) Program was conducted in

    A. Chicago

    B. St. Louis

    C. Detroit

    D. New York

    E. Los Angeles

15. The Harlem Street Academy works with

A. bailing kids out of trouble

B. dropouts

C. teenagers only

D. dope addicts

E. senior citizens

16. Which of the following is most important for the roving leader to know

A. the power structure

B. the population of the community

C. the authority lines

D. the number of YMCA's

E. A and C

17. The major requirement for a community to become eligible for funds from the Model Cities Program include that

A. the mayor and council approve the program

B. there is community involvement in the planning

C. the community provide 10% matching funds

D. the money be distributed evenly throughout the city

E. the county board of supervisors approve the program

18. The major objective of the roving leader efforts within the school system is

A. to bridge the gap between the youth and the teacher

B. to assist in coaching athletic teams

C. to direct a noon hour recreation program

D. to encourage the development of programs which meet the needs and interests of youth

E. A and D

19. The Office of Economic Opportunity is a Department in

A. Housing and Urban Development

B. Department of Health, Education, and Welfare

C. Labor Department

D. Office of Education

E. None of these

Matching Questions

Directions: On the line to the left of each word or phrase in Column A write the letter of the word in Column B that best matches the word or phrase.

Column A	Column B
20. ____ chicken scratch	A. squeal or to inform
21. ____ fink	B. sissy or male homosexual
22. ____ pansy	C. hypo marks on arm
23. ____ stick	D. head, leader
24. ____ the man	E. marijuana

True and False

Directions: Read the following statements. If the statement is true, circle the "T." If the statement is false, circle the "F." For example.

(T) F Richard Nixon became President of the United States in January, 1969.

20

25. T F An effective community attack on problem gang delinquency requires cooperation between the police and the roving leader personnel.

26. T F Delinquent youth tend to "act out" feelings or express themselves more through activity rather than through verbal exchange.

27. T F It would be beneficial to the participants if each roving leader had a set pattern of dealing with youth.

28. T F A person who has a car, home, and job is one who has gotten all society has to offer.

29. T F In order to keep his program running smoothly the roving leader must establish the limits of acceptable behavior.

30. T F The roving leader who has lived in the inner city can relate better to disadvantaged youth than people from middle class background.

31. T F In his behavior with the group the roving leader must be prepared to demonstrate his ability to analyze problem situations in the light of reality.

32. T F In attempting to solve the groups problem, the roving leader should collect all of the available facts, formulate a variety of alternatives, select the best solution and recommend it to the group for action.

33. T F After he has established a supportive relationship with a youngster, the roving leader should firmly and consistently expect that he conform to acceptable standards.

34. T F As part of his function, the roving leader must acquaint youth with the various community resources available.

35. T F The roving leader should report all law violations to the police regardless of the seriousness of the crime.

36. T F Only those disadvantaged youth who show that they want help and show gratitude for this help should receive assistance from the roving leader.

37. T F One of the major requirements for a city to receive funds from the Model Cities Program is that citizens in the community must be involved in the planning process.

38. T F Research has revealed that agencies such as schools, churches, neighborhood groups have little influence on the development of an individual's behavior.

39. T F The agency spons ring the roving leader program should not have a firm operating policy with the police department.

40. T F The roving leader should be free to set his own priorities as far as his responsibilities and work schedule is concerned.

41. T F There are some individuals who have never been successful in making a satisfactory place for themselves in any group.

42. T F One of the important functions of the roving leader is to bring about some workable relationships between the objectives of the sponsoring agency and those of the group he is leading.

43. T F In order to maintain the confidence of the gang, the roving leader should offer a solution to problems that may exist in the neighborhood.

44. T F A leader is primarily a person who enables the members of a group to do things for themselves.

45. T F Since there is a lack of organization in inner city groups, the roving leader should encourage a minimum of self direction.

46. T F The ability or the inability of a youth to conform to the rules and regulations is directly related to the subsequent ability or inability of the youngster to adjust in the community.

47. T F Delinquency is essentially the behavior of emotionally disturbed children.

48. T F The roving leader should not become involved in seeking jobs for delinquent or potentially delinquent youths. If they know of job opportunities, it is permissible only to suggest them.

49. T F The chief agent of socialization in the very early and crucial years is the family, and in the vast majority of cases it does an adequate job.

50. T F Other agents of socialization such as schools, churches, neighborhoods, peer groups, and social agencies also exert an influence on the evaluation of behavior. Research has revealed that these institutions have not been very successful.

APPENDIX D

SITUATION PROBLEM EXERCISE

Developed By

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THE SITUATION-PROBLEM EXERCISE

Instructions:

This exercise is composed of twenty situations or "case reports." Each of these situations presents a problem to be solved. You are asked to make two judgments based upon each of the situations.

The first judgment is WHAT DO YOU DO? In making this judgment, concentrate upon the first step or action that you would take in each situation. Then, circle the answer (A, B, C, or D) which best expresses your choice of action.

The second judgment is WHAT DO YOU WANT (the individual or group in each situation) TO DO? Then circle the answer (A, B, C, or D) which best expresses the behavior you feel you want from the individual or the group.

Please remember:

(1) Concentrate upon first steps concerning your actions.

(2) Concentrate upon what action you want concerning the behavior of the individual or the group in each situation.

CASE A

John V. is a member of a gang which has just begun to use the neighborhood center's basketball courts. You do not know any of the members too well yet. The second time the gang uses the basketball courts, you learn that John has been smoking marijauna.

1. WHAT DO YOU DO?

   A. report John's behavior to the police or the narcotics bureau.

   B. talk to John and point out the harm he is doing to himself.

   C. do and say nothing now; you wish to develop closer friendships.

   D. kick John out of the group and tell him not to come back.

2. WHAT DO YOU WANT JOHN TO DO?

   A. tell you where he gets the drugs, so you can tell the authorities.

   B. refer himself to the proper facilities for the needed treatment.

   C. begin to think of you as a friend or person who will help him.

   D. leave the group and not come back until he is off of marijauna.

CASE B

As a roving leader, you have been working with a gang of teenage girls who call themselves the "Whips." You and the gang happen to meet outside the Community Center. The gang is very upset because the Community Center officials have refused to let them use the gymnasium. You know that this is one of the nights that the Community Center is open to the entire community. The girls feel that they have been unfairly treated because they are girls. You check with the Community Center Director and learn that the gym is very small, therefore, only a few poeple can use the facility at one time. This particular night when the girls arrive the gym is filled to capacity.

3. WHAT DO YOU DO?

   A. see if the Community Center Director will make this one exception and let the girls in this time.

   B. explain the reason for the rules to the members of the "Whips."

   C. have the girls begin to campaign for the construction of additional facilities at the Center.

   D. get the girls to take part in activities in other locations in the city.

4. WHAT DO YOU WANT THE GIRLS TO DO?

   A. understand and appreciate the needs for rules to govern the operation of the gym.

   B. be allowed into the gym by Center officials.

   C. get interested in art, crafts, and drama.

   D. get involved in an action program for the construction of a new faculty.

CASE C

The Ravens are a gang which has been causing trouble in your area. They have been involved in many gang fights. Many of the members have been arrested for petty theft, truancy, possession of narcotics, etc. The Ravens come to you while you are at the neighborhood center, and request the use of the neighborhood center's game room. You think you smell beer on one of the gang member's breath, but he does not act as if he is drunk.

5. WHAT DO YOU DO?

A. say you'll check on it; if the gang does use the game room, notify the police that there could be trouble.

B. explain that you will have to check on it and ask them to wait while you do.

C. tell them no because you know that in the past all they have done is to cause much trouble.

D. say no; although you would like to, the neighborhood center just will not allow them to use the room.

6. WHAT DO YOU WANT THE GANG TO DO?

A. make a promise to you that they will not cause any trouble at the center.

B. disband their gang and individually join other recreation groups at the center.

C. leave the neighborhood center quietly, and not cause any trouble there.

D. wait quietly while you check to see if they can use the game room.

CASE D

Sally, a high school junior, is a member of a recreation program in your area. You have known her for six months, but have had contact with her only as a member of the recreation group. She comes to you wanting a part time job so she can afford to move in with her married sister to finish high school. She tells you that she and her family, which consists of a mother and five brothers and sisters, just do not get along. Her grades in high school are very poor.

7. WHAT DO YOU DO?

A. tell Sally that her school work comes first, and to come to you after she finishes high school.

B. get to know Sally and her family better so you can better assess Sally's problems.

C. help Sally to understand some of her mother's problems with raising a large family alone.

D. send Sally out for some interviews for part time jobs that you have heard of.

8. WHAT DO YOU WANT SALLY TO DO?

A. move in with her sister and away from her family after getting a part time job.

B. make up her mind that she should work hard in school to get her high school diploma.

C. give you the chance to know her and her family situation better before she does anything.

D. decide that she will do volunteer work at a hospital to keep herself away from home more.

CASE E

As a roving leader, you have been working with a gang called the "Niters" for a year. Many members of the "Niters" have been arrested for car theft, vandalism, drug use, etc. While you are attending one of the gang meetings, Bobbie R. tells you that the gang is going to rob the gas station in the next block. You explain that since you are now aware of this, you will have to notify the authorities. However, six of the gang members say they will pull the job anyway. They leave the meeting and proceed to the gas station. Upon their arrival, they rough up the attendant. While they are looting the station, the owner returns. The gang members then become frightened and flee the scene of the crime.

9. WHAT DO YOU DO?

A. you call the police and tell them about the attempted robbery of the gas station.

B. you call the police, explain the situation, when the gang members are caught, you do what you can to assist them.

C. leave the scene of the crime so the police will not know you are aware of the incident.

D. Since you want to maintain your rapport with the gang, you do nothing.

10. WHAT DO YOU WANT THE GANG TO DO?

A. realize that you are their friend and will not wqueal on him.

B. realize that this behavior is not acceptable by you and that will not do it again.

C. realize that you cannot approve this kind of behavior.

D. Realize that they are wrong and should receive severe punishment.

CASE F

You are on the playground with a group of teenagers you have just met. They are members of a gang called the "Peace Stones." The group has been boisterous and somewhat disruptive. After a while the gang comes to order and they begin to ask questions about the program that is offered on the playground. While this discussion is going on, the "Jackets," a rival gang from the other side of town comes along. The situation becomes tense and it looks like there will be a gang fight. However, through your effort, you get the gangs to talk to one another and as a result, the rival gang leaves. A police officer then arrives on the scene and orders the "Peace Stones" to leave the playground. The policeman becomes belligerent and some roughness takes place.

11. WHAT DO YOU DO?

A. ask the "Peace Stones" to leave the playground. After they have left, identify yourself to the policeman and explain the situation to him.

B. tell the "Peace Stones" they are not being treated fairly and to stand-up for their rights.

C. at this point there is nothing you can do but leave the playground, you want no trouble with the "Peace Stones" or the police.

D. you can do nothing at this point; however, later you contact a TV news reporter who is your friend and tell him of the police brutality.

12. WHAT DO YOU WANT THE GANG TO DO?

A. argue with the policeman and inform him of his unfairness to the gang.

B. leave the playground as quickly as possible.

C. leave the playground immediately but plan to "deal" with the policeman at a later date.

D. understand that law and order must prevail and that the policeman has his job to do.

CASE G

As a roving leader you have been helping a gang called the "Byrans" for a year. The "Byrans" are a group of black teenagers, ages 19-21, living in the southeast section of the city. The majority of the gang members are school dropouts and the remaining still in school have very poor grades. At one of the meetings of the gang, Mike tells you about his experience in trying to get a job promotion. He says that the establishment is not fair to blacks. In your discussion with Mike you find out that he has done poorly on written promotional exams and in most cases he has not finished the exam. You know that Mike is a dropout. After discussing Mike's problem with local school authorities, you find that his reading and writing ability is poor.

13. WHAT DO YOU DO?

A. ask Mike for the names of his supervisors and then discuss with them their prejudices.

B. tell Mike you understand the situation and that most companies in the area are like that.

C. get the neighborhood group into a civil rights discussion, point out the ways they can influence change in the situation.

D. ask Mike's Supervisor to see his examination for promotion; assess his needs with the school counselors, and encourage Mike to attend night school to improve his reading and writing ability.

14. WHAT DO YOU WANT MIKE TO DO?

A. be able to discuss the situation and "keep his cool."

B. become more proficient in reading and writing skills so he can pass the promotional examination.

C. begin to think of ways to encourage his supervisors to give him a "fair shake."

D. nothing until you have talked with his supervisors, then possible court action against the supervisors.

CASE H

Officer B. reports to you that he has often seen a group of from eight to ten boys hanging around Tom's Diner. The policeman suspects this group of minor vandalism in the neighborhood; and he thinks that the boys should be involved in some organized recreational activities to "keep them off the streets."

15. WHAT DO YOU DO?

A. go to Tom's Diner and ask Tom to relay an invitation to the gang to form a basketball team at the neighborhood center.

B. go to Tom's Diner and try to persuade the boys to join a recreation program at the center that you feel would be right for them.

C. go to Tom's Diner and hang around; try to get to know the boys individually and as members of the gang and find out their interests.

D. tell Officer B. that you cannot check this out; if you have a connection with the police and word of it gets around, you cannot do your yob.

16. WHAT DO YOU WANT THE GANG TO DO?

A. become involved in a recreation program at the center.

B. decide to break up as a gang and not cause any trouble.

C. decide to continue as a gang but stop their vandalism.

D. begin to think of you as a good guy who can maybe help them.

CASE I

Victor T. is a member of a gang called the Young Lords. Victor is now on probation for assault and battery. The Young Lords are in the process of having one of their meetings at the neighborhood center. Victor is present at this meeting, and is talking very loudly and trying to disrupt the meeting. At one point, he asks you why you are there and comes toward you as if he were planning to start a fight with you.

17. WHAT DO YOU DO?

A. stand up and tell Victor that you are stronger than he is and that he had better leave the center now or you will beat him up.

B. tell Victor firmly that if he wishes to cause trouble, he will have to leave; remind him that he has a lot to lose by starting a fight.

C. get up from you place, leave the room, and quickly get to a phone and call the police to help you control or get rid of Victor.

D. tell Victor that it is the policy of the neighborhood center to not allow anyone in their rooms who behaves like he is now behaving.

18. WHAT DO YOU WANT VICTOR TO DO?

A. walk out of the meeting and not return to any of the gang's meetings at the neighborhood center.

B. start a fight, so you can prove to the group that you can handle yourself with a tough guy.

C. be arrested by the police and have his probation taken away for causing so much trouble.

D. think about what he is doing; decide to stay and not disrupt the meeting or decide to leave.

CASE J

You make a visit to Jeff R.'s home in the month of December. Jeff's home is in a large apartment building. As you enter the apartment, you notice that this apartment is very cold. You learn that the heating system broke down three ays ago, and that all of the tenants have no heat. No one has been around to fix the heating system yet. Some of the tenants have called the janitor for the building.

19. WHAT DO YOU DO?

A. find out who owns the building, and talk to him about this problem.
B. organize a tenants union to go on a rent strike if the problem is not solved soon.
C. call the police and report this situation to them; suggest they arrest the landlord.
D. contact the Salvation Army about the need for warm clothes and blankets in this building.

20. WHAT DO YOU WANT THE TENANTS TO DO?

A. nothing because you can handle this problem by yourself.
B. decide to withhold their rent from the landlord.
C. receive clothes and blankets to keep themselves warm.
D. nothing until you have talked to the landlord.

CASE K

You have been working with a gang of 10 members called the Tigers for six months. Many members of the Tigers have been arrested for petty theft, assault and battery, possession of narcotics, etc. While you and the gang are standing on a street corner, Jerry B., a gang member, tells you that they are going to "pull a job" on the drug store in the next block. You try to talk them out of this. You tell them that since you know of this, if they do pull the job, you will have to notify the police. However, you cannot persuade them, and four of the Tigers go down the street and throw a rock through the drug store window. These four grab what they can carry, and then get scared and run away.

21. WHAT DO YOU DO?

A. since the four actually hurt no one and got no money, you do nothing; you are their friend.

B. you call the police and tell them what happened; when the four are caught, you do what you can for them.

C. you and the other members of the Tigers leave the area quickly so that you will not get blamed.

D. you call the police and tell them you have just noticed that the drug store was broken into.

22. WHAT DO YOU WANT THE GANG TO DO?

A. realize that there are some things which they may do that you cannot "go along with."

B. realize that they were wrong to break into the drug store; promise not to do that again.

C. the six members decide that the four members who broke into the store are out of the gang.

D. realize that you really are a friend and helper who will not "fink" on them.

CASE L

You are on the corner with a group of ten teenagers you have just met. They are members of a gang called the Rattle Snakes. The group has been kidding around and being normally noisy. As they begin to settle down, they ask questions about the activities at the neighborhood center. At this moment, a rival gang of seven members comes along. For a moment, it looks as if there will be a fight. However, you and the gangs talk things over; finally, the rival gang leaves. Suddenly, the police arrive and begin to force the Rattle Snakes to leave the corner. There is a little roughness on the part of the policemen.

23. WHAT DO YOU DO?

A. advise the boys to leave the corner so no one will get hurt or arrested. Afterwards, explain to the policemen that you are a roving leader and tell them what was happening.

B. since the policemen are treating these boys unfairly, you tell the Rattle Snakes to stand their ground and not to let these policemen treat them like dirt.

C. in a situation like this one, there is nothing that you can do except to leave the scene, because you want no trouble with either the policemen or the Rattle Snakes.

D. you can do and say nothing immediately. However, later, you talk to a friendly newspaper reporter and tell him all about this incident of police brutality.

24. WHAT DO YOU WANT THE GANG TO DO?

A. tell the policeman that he is not being fair and that the gang have their rights.

B. leave the scene as quickly as possible so that they don't get hurt or arrested for anything.

C. realize that you cannot go against the policeman's order; and that there are "other ways of handling the police."

D. understand that the policeman is right and that he is just doing his job.

CASE M

You have been working with a group called the Rams for nearly six months. The Rams are a group of eight black teenagers from the ages of 16 to 19. Most are dropouts; the few still in school are doing poorly; and most are unemployed. At one meeting of the group, Joe tells of his experiences in job hunting. He claims that all white employers are prejudiced and will not give any black a fair deal. You ask a few questions, and learn that Joe obtained application blanks from several companies, but did not fill any out. You know that Joe is a dropout. From past conversations with the school authorities, you also know that Joe's ability to understand reading and his ability to express himself in writing are both very poor.

25. WHAT DO YOU DO?

A. ask Joe the names of the companies he went to; then contact these companies and point out to them their illegal personnel practices.

B. sympathize with Joe, tell him you know he got a rotten deal; but somehow guide the discussion away from a discussion of only Joe's problems.

C. get the group into a civil rights discussion; point out the ways they can influence our society and white owned companies in particular.

D. ask to see the application blanks; then ask Joe if you may use them to show the group how to understand and fill out application blanks.

26. WHAT DO YOU WANT JOE TO DO?

A. be able to talk over his problems in a calm and unemotional manner.

B. learn how to understand and fill out application blanks to give him a better chance to get a job.

C. begin to think of ways he can influence society and white owned companies to give him a fair deal.

D. nothing until you have talked with the companies involved; then possibly legal action against the companies.

CASE N

Katie's Sweet Shop is a hangout for a group of teenagers who call themselves the Falcons. You have often met this group there just to talk. Because of your work, this group is presently involved in some programs at the neighborhood center. At one of these chance meetings, you learn that one member of the gang has just been arrested for carrying a concealed weapon. The Falcons think this is just an excuse used by the police so they can arrest whomever they want to arrest. They do not feel that carrying a concealed weapon is wrong.

27. WHAT DO YOU DO?

A. somehow guide the discussion away from what happened to only one member of the gang. You are primarily interested in the members of the gang who are with you now.

B. continue this discussion, but tell the gang your views and the reasons for your views about carrying a concealed weapon--point out that possession can lead to use of a weapon.

C. tell the group that possession of any concealed weapon is against the law, so they had better not carry any weapons or else they stand a good chance of getting in trouble.

D. since you wish the gang to think of you as a friend, you strongly agree that the police used possession of a concealed weapon as an excuse to pick up the gang member.

28. WHAT DO YOU WANT THE GANG TO DO?

A. think of you as one of their gang, and a true friend and helper to all of them.

B. realize that the arrested member's behavior was wrong; it was against the law.

C. think about this subject; be aware of your views and the reasons for your views.

D. end their discussion of this subject of the carrying of a concealed weapon.

CASE O

You are at the neighborhood center when you notice three members of a Negro gang called the young Lords leaving the center. You remember that this is not one of their scheduled nights to be at the neighborhood center, and the center has fairly strict rules about only scheduled groups being there. The three members seem very upset about something. You say, "hi," and ask what is wrong. They tell you that they wanted to watch the girls play basketball in the gym, and Mr. Jackson, the director of the center, told them they had to leave. They tell you that they think Mr. Jackson is prejudiced against blacks.

29. WHAT DO YOU DO?

A. go and talk to Mr. Jackson and tell him that the boys think he is prejudiced; ask him to explain his actions.

B. explain the center's rules apply to everyone, not just blacks; explain the reasons for these rules.

C. tell the boys that since Mr. Jackson is the boss, they had better leave now before they get into more trouble.

D. tell the boys that they had no business watching the girls when they were playing basketball in the first place.

30. WHAT DO YOU WANT THE THREE BOYS TO DO?

A. understand the reasons for the center's rules; and that the rules apply to everyone.

B. form a discussion group to talk about prejudice and what they can do about it.

C. leave the neighborhood center and only come back on their scheduled nights.

D. go with you to confront Mr. Jackson with their feelings that he is prejudiced.

CASE P

You have met a few members of the Robers, an eight-member gang of boys from the ages of 16-20. When you have talked with them, they seem interested in some of the programs at the neighborhood center. You learn that the gang sometimes hangs out in a small alley between Lolly's Liquors and Dizzy's Delicatessen. You have talked once with both of the owners of these businesses, and told them of the roving leader program. Although the owners do not think your ideas will work, they think something has to be done. They do not like "those hoodlums" to hang out in the alley because their loud talking keeps some of their customers away. Since you wish to continue your contact with the Rovers, you go to this alley. The boys are there. They seem interested in several programs carried on by the neighborhood center. At this point, two members begin to argue about whether playing basketball or woodworking would be what the gang would like to do. During this argument, Dizzy comes out and threatens to call the police unless everyone leaves.

31. WHAT DO YOU DO?

A. since you do not wish to cause either Dizzy or the gang members any trouble, you strongly encourage the eight boys to leave the scene right away.

B. since Dizzy's behavior toward the boys is unfair this time, you stick up very strongly for the boys and tell Dizzy firmly to leave them alone.

C. tell the group to leave so they will not get into trouble. Afterwards, you remind Dizzy who you are; tell him what you and the boys were discussing.

D. tell Dizzy that you think that calling the police would be a very unwise thing to do now, because it probably would cause a fight.

32. WHAT DO YOU WANT THE GANG TO DO?

A. begin to think of you as a good guy and a friend of theirs.

B. begin to think of you as a fair guy who will stick up for them.

C. wait quietly while you try to talk Dizzy out of calling the police.

D. leave the scene quickly so they will not get into any trouble.

CASE Q

You have been working for six months now with a group of teenage girls who call themselves the Kittens. Their club meeting is held on Wednesday nights at the neighborhood center. At one meeting, you notice that two of the girls are absent. You ask the others if the two girls are sick. They tell you that these two girls were just arrested for shoplifting that afternoon. The group goes on to express their feelings about the arrests and shoplifting. You hear such things as: "Those stores are richer than we are--Ann and Jackie were not hurting them much," "Stores usually expect some shoplifting," "Everybody does it," and "Ann and Jackie were just unlucky to get caught."

33. WHAT DO YOU DO?

A. continue the discussion of shoplifting; as if anyone ever had something taken from them--how did they feel; let the group know your feelings and the reasons you feel as you do.

B. tell the girls that shoplifting is wrong and cannot be allowed to go unpunished; tell them that Ann and Jackie got exactly what they deserved and are not to be pitied.

C. since you wish the girls to think of you as one of their group, you agree with their statements that it is a shame that Ann and Jackie were caught for shoplifting.

D. in some way, try to get the girls off of this subject; there are better uses of the time for the group's meeting than a discussion of what happened to only two members.

34. WHAT DO YOU WANT THE GROUP TO DO?

A. think about shoplifting; be aware of your views and the reasons for your views.

B. make a promise to you that from now on they will not do any shoplifting.

C. end their discussion of the subject of shoplifting and the two girls' arrests.

D. think of you as one of their group, and a true friend and helper to them.

CASE R

You have been working with a group of five young teenagers who call their gang the Teenies. You and the Teenies happen to meet outside of the YMCA building. The girls are very mad because the YMCA officials have just refused to let them use the swimming pool. You know that this is one of the two nights that the YMCA pool is open to the general public. The girls feel they have been unfairly treated because they are girls. You check with the YMCA leaders and learn that because the pool is small, only a certain number of people can be allowed to use the pool in the interests of safety. This rule has to be followed even when the pool is open to the public. Tonight when the girls arrived, the pool was filled to capacity.

35. WHAT DO YOU DO?

A. try to influence the YMCA officials to let the group of girls into the pool this time.

B. explain the YMCA's rules and the reasons for these rules to the five girls.

C. try to interest the girls in another activity that you think will distract them.

D. ask the girls to help you plan a community action program to build a larger pool in the area.

36. WHAT DO YOU WANT THE GIRLS TO DO?

A. understand the rules of the YMCA concerning the use of the pool.

B. be allowed into the swimming pool by the YMCA officials this time.

C. become interested in doing something other than going swimming.

D. help you plan some action to get a new swimming pool for the area.

CASE S

Through your work with a group of teenage girls, you hear of a fifteen year old girl, names Alice, who is unmarried and pregnant. You decide to contact her and see if she needs help of any kind. You learn that her parents have kicked her out of the house, and that she is living with a married sister. You visit with her there. From talking with her, you learn that she is seven months pregnant. She has seen a doctor only once during her pregnancy. She has no definite plans for the future. She is not sure whether to keep the baby or not, and she does not know how she will support herself and the baby if she does decide to keep him. Also, she is not happy living with her sister and brother-in-law who live in a four room apartment and have three young children of their own. She thinks they consider her a burden. Alice tells you that she needs help from someone.

37. WHAT DO YOU DO?

A. you encourage Alice to tell you who the father of the baby is. If she does, you contact the father and encourage him to marry her.

B. you continue to visit and talk with Alice; you try to get her to accept her situation, and to make plans for herself and the baby.

C. you refer Alice to an agency such as Children and Family services, because you know they have the facilities to help Alice.

D. you encourage Alice to give the baby up for adoption; also you work to find an adoptive home for the baby within the neighborhood.

38. WHAT DO YOU WANT ALICE TO DO?

A. accept her situation and begin to think of you as a friend.

B. decide, with your influence, to give the baby up for adoption.

C. obtain help from an agency which has the facilities to help her.

D. marry the father if possible; if not, accept her situation.

CASE T

For three months, you have been working after school with a group of young boys from the ages of six to eight. You have been helping them with various projects, and teaching them some games and crafts. One six-year old, Tommy, has not joined into either the activities or the talks of the group. Although you have tried to get him interested in joining the group, Tommy usually stands apart from the group. When Tommy does say anything, he does not make sense. You talk with his first grade teacher and learn that he is also like this at school. He does not cause any trouble, but does not seem to know what is going on in the classroom. You decide to visit with Tommy's parents to see if they can help you work with Tommy. When you talk with Tommy's parents, you learn that they are worried because Tommy does not act at all like their other three children. He seems to ive in a world of his own. They ask you how they can help Tommy.

39. WHAT DO YOU DO?

A. refer Tommy and his parents to an agency or clinic which has the facilities to find out what is wrong with Tommy and to help him with his problem.

B. tell the parents that you will do the best you can to help Tommy. You want him to think of you as a friend and as a person who can help him.

C. work with the parents, and try to get them to think of you as a friend; try to help them to accept the fact that Tommy is not a normal little boy.

D. tell the parents that you think they should ignore the fact that Tommy seems different than their other children. He may be just seeking attention.

40. WHAT DO YOU WANT TOMMY TO DO?

A. you want Tommy to begin to think of you as a friend who can help him; until this happens, you cannot help Tommy.

B. you want and expect nothing from Tommy. You are interested in working with Tommy's parents so they car help Tommy.

C. go to an agency or clinic with the facilities to find out what his problem is and to give him help with his problem.

D. you expect Tommy to gradually change his behavior when his behavior no longer brings him any attention from his parents.

APPENDIX E

ROVING RECREATION LEADER'S RATING SCALE

ROVING RECREATION LEADER'S RATING SCALE

Name of leader..... Name of dept.....

Length of employment.....

Rated by..... Position.....

INSTRUCTIONS ON USE OF THE SCALE

In rating a leader, it is necessary to have clearly in mind the definitions of the qualities upon which he is to be rated. After you have thought carefully about a leader in terms of one of these qualities, use the rating words as a guide and place a check (√) at some point on the line which represents your estimate of the standing of the leader with regard to this quality. The check mark, indicating your opinion, may be located anywhere along the scale line.

Sample

Understanding of recreational skills and knowledges.						√			
	Thorough		Good		Fair		Meagre		Lacking

Prepared by Shirley J. Kammeyer
State University of Iowa, 1958

ROVING RECREATION LEADER'S RATING SCALE

Directions: Place a check (✓) anywhere along the scaled line. Use the rating words as a general guide.

1. Roving leader's professional attitude and awareness of the program value for the participants.	Superior attitude; Sincere devotion to recreation ideals	Almost always enthusiastic	At times indifferent to professional ideals	Temporary interest	Interest only in salary
2. Understanding of recreational skills and knowledges.	Lacking	Meagre	Fair	Good	Thorough
3. Ability to gain and hold confidence and respect of participants and associates.	Superior ability to gain confidence; want to emulate him	Good ability to gain confidence and respect	Inspires fair degree of confidence	Noticeably lacking in ability to command respect	Inspires no confidence or respect
4. Ability to get along with people and draw them into neighborhood activity.	Warm and personable; gets along with anyone	Almost always effective in working with people	Friendly and effective about half of the time	Temperamental and difficult to work with	Unapproachable most of the time
5. Understanding and sensitivity to group needs.	Complete lack of understanding of his group	Decided lack of understanding	Fair ability to see major group problems	Good understanding	Thorough and complete awareness of group needs
6. Versatility of interests and abilities; utilizes broad program for neighborhood participants.	Extremely narrow	Limited to a few	Fair number of interests	Above average number of interests	Exceptional scope of interests and abilities
7. Ability to adjust to situations and is resourceful.	Superior ability to adapt to any conditions	Good adaptability	Successful in some situations; but not with all	Noticeably lacking in adaptability	Completely unable to cope with new situations
8. Ability to organize and plan the neighborhood program.	Acts only under direction	Noticeably lacking in organizational ability	Fair ability to organize	Good organizational ability	Superior ability to plan and organize
9. Demonstrates initiative and dependability in conducting program.	Always reliable; energetic; superior ability to initiate	Almost always industrious in administering program	Spasmodic or occasionally indifferent	Needs constant urging	Unreliable; lazy; no initiative
10. Intelligence and ability to communicate ideas.	Slow to grasp obvious	Subtle points require explanation	Fair understanding of situations	Nearly always grasps situation	Keen and quick to understand
11. Demonstrates mature judgment; common sense.	Exceptional maturity and good judgment	Good judgment and common sense	Fair; usually shows good judgment	Frequently shows poor judgment	Lacks mature judgment

APPENDIX F

ORGANIZATIONAL CHART
NEW YORK YOUTH SERVICE AGENCY